

Intervention: Knowledge-based curriculum

Finding: Sufficient evidence for ineffectiveness

Potential partners to undertake the intervention:

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|---|--|
| <input type="checkbox"/> Nonprofits or local coalitions | <input type="checkbox"/> Businesses or labor organizations |
| <input checked="" type="checkbox"/> Schools or universities | <input type="checkbox"/> Media |
| <input type="checkbox"/> Health care providers | <input type="checkbox"/> Local public health departments |
| <input type="checkbox"/> State public health departments | <input type="checkbox"/> Policymakers |
| <input type="checkbox"/> Hospitals, clinics or managed care organizations | <input type="checkbox"/> Other: |

Background on the intervention:

A key determinant of successful school drug education programs is whether a program is capable of significantly affecting students' drug use behaviors. While knowledge-based curricula generally show an increase in participants' drug knowledge, studies show that decision-making skills are not increased and drug-related behaviors are not changed as a result of these programs.

Findings from the systematic reviews:

Available evidence indicates that knowledge-based didactic programs focused on drug facts and information have little to no effect on participants' drug-related behaviors.

References:

Cuijpers P. Effective ingredients of school-based drug prevention programs. A systematic review. *Addict. Behav.* 2002 Nov-Dec; 27(6):1009-1023.

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McBride N. A systematic review of school drug education. *Health Educ. Res.* 2003 Dec; 18(6):729-742.